

Childminder report

Inspection date: 21 August 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and eager to play with their friends in the childminder's welcoming home. They form secure and nurturing relationships with the childminder and his co-childminder. New children settle quickly. The childminder collects detailed information about their routines. This helps to provide continuity in their care. Children demonstrate they feel safe and secure. They are confident to seek out the childminder for cuddles and comfort when tired. The childminder is caring and attentive to their needs.

Children learn to do things for themselves, such as taking off their coats and storing their shoes and bags in their labelled basket. They help tidy away toys after playing and wash their hands before meals. Children behave very well and are kind to each other. For instance, older children find comfort items for younger children. They receive praise for sharing and taking turns and beam with pride for a job well done.

The childminder interacts well with the children and offers encouragement to help them to achieve as much as they can. Children display positive attitudes towards learning. For instance, they listen carefully to the childminder as he offers guidance for joining construction pieces. As such, the children remain motivated and learn to overcome challenges.

What does the early years setting do well and what does it need to do better?

- The childminder builds strong bonds with the children. He is caring and speaks softly during his playful interactions with them. This helps children to feel safe and settled in his care. For example, they smile and share their observations as he interacts in their play. They stay close when visitors arrive and confidently ask for support when they need help.
- Children's communication and language skills are promoted well. For example, the childminder shares stories with children to introduce new words, such as 'fire station' and 'spurting'. He models turn taking in conversations as he engages in discussions about the illustrations in the books. Children hear a broad vocabulary as they play, such as 'squeeze, push' and 'pull', as the childminder comments on their actions.
- The childminder uses the children's interests to plan activities. He responds to children's individual needs to enable them to access his curriculum. For example, he provides various tools for children to scoop, pour and fill as they engage in messy play. This helps to support children's positive attitude towards learning and maintain their engagement in activities as they develop their coordination skills.
- Parents are complimentary about the childminder and are pleased with the

progress their children make. They say their children are 'happy' and 'safe' in his care and comment on the stimulating activities he provides. In addition to the daily feedback the childminder provides, parents receive regular photos of children's activities with ideas for supporting learning at home.

- The childminder promotes positive behaviour. He acts as a good role model and provides children with lots of praise for sharing, taking turns and helping tidy toys away. Children enjoy the responsibility for helping during routine tasks, such as sweeping and vacuuming the floors following messy play.
- Children are supported to develop their social skills. For example, the childminder takes them to soft-play centres and toddler groups. They visit nature reserves and parks as they explore the local community. This provides opportunity for the children to mix in larger groups and helps children to recognise the similarities and differences between themselves and others.
- The childminder is reflective and considers ways to improve his practice. He seeks feedback from parents and other settings the children attend to inform his curriculum. The childminder regularly has meetings with his co-childminder to discuss the provision and share ideas for supporting the children's learning. He attends regular mandatory training to keep his knowledge and skills up to date. However, his professional development focuses on essential aspects of training, rather than being specifically targeted at developing first-rate teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about his role and responsibility for safeguarding children. He undertakes regular training to understand how best to help and protect children. The childminder has a secure knowledge of child protection issues and understands what signs and symptoms may indicate that a child is at risk of harm. He knows how to report any concerns he may have, including if an allegation is made against himself or his co-childminder. The childminder supervises children closely and undertakes daily risk assessments to help reduce any potential risks in all areas the children access.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- seek further ways to enhance professional development opportunities that focus more specifically on developing first-rate teaching practice.

Setting details

Unique reference number	EY394201
Local authority	Nottinghamshire County Council
Inspection number	10295416
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 December 2017

Information about this early years setting

The childminder registered in 2009 and lives in Bramcote, Nottinghamshire. He operates all year round from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. He provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Harris

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation.
- The inspector and the childminder completed a learning walk of the setting, inside and outdoors, and discussed how the curriculum had been implemented and the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder to assess the quality of education.
- Parents shared their views of the childminder with the inspector.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.
- The childminder shared a sample of documents with the inspector. This included evidence about training.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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